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ABSTRACT

A biracial Task Force, formed by letter of charge from the Chairman of the Maryland Council for Higher Education, held its first meeting at Morgan State College on April 5, 1974. The Task Force heard presentations and received documentation from Bowie, Coppin, and Morgan State Colleges and from the University of Maryland. Members of the staff of the Maryland Council for Higher Education made available much statistical and comparative information about all institutions of higher education in the state. The first conclusion reached by the Task Force was that certain inequities and disadvantages exist and can be attributed to insufficient state fiscal support in terms of per capita wealth coupled with attitudes about all higher education in Maryland. These inequities have been faced particularly by black colleges since their beginnings. However, these colleges were still able to fill the educational need. It is therefore the consensus of the Task Force that a degree of conscientious funding be provided to allow these colleges to further enhance their role and image and to develop internal management systems for keeping up their uniqueness and the further promotion of academic excellence at these institutions. (Author/KE)

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AUGUST 9, 1974

report

TO THE
MARYLAND COUNCIL
FOR HIGHER EDUCATION

BY THE
TASK FORCE

*To Propose Ways Of Enhancing The Role And Image
Of Predominantly Black Public Colleges In Maryland*

17-007746

August 9, 1974

REPORT
to the
Maryland Council for Higher Education
by the
TASK FORCE
To Propose Ways of Enhancing the Role and Image
of Predominantly Black Public Colleges in Maryland

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I. INTRODUCTION

On February 5, 1974 the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State was submitted by Governor Marvin Mandel to the Federal Department of Health, Education and Welfare, Office of Civil Rights. On May 30, 1974 Governor Mandel submitted an Addendum to the Maryland Plan to the HEW-OCR. The HEW-OCR notified Governor Mandel of its acceptance of the Maryland Plan on June 21, 1974.

Throughout the correspondence between the State of Maryland and the Federal HEW-OCR, and within the Maryland Plan, is repeated recognition by the State of the unique and precious resource represented by the historically Black public Colleges of higher education. Thus, in the Foreword of the 1974 Maryland Plan (page f-2):

"This Plan should not be construed as a device to destroy the historically Black colleges. It is the clear intent of this Plan to enhance these institutions as open, quality colleges selected by students primarily on bases other than race. Further, in carrying out this Plan, the historically Black colleges will not bear an unequal burden in the implementation of the desegregation process."

As an explicit indication of the State's continued commitment to, and concern for, the historically Black colleges, the 1974 Maryland Plan in Chapter I, Section B - General Policies proposes (page I-3):

"9. Establishment prior to January 31, 1974, of a bi-racial task force under the Maryland Council for Higher Education in its capacity as the State Agency for coordinating the desegregation of the public postsecondary education institutions of the State, to propose ways of enhancing the role and image of the predominantly Black public colleges in the State."

The bi-racial Task Force was formed by letter of charge (Appendix 1) from Mr. William P. Chaffinch, Chairman of the Maryland Council for Higher Education, and held its first meeting at Morgan State College on April 5, 1974. This Report, made to the Maryland Council for Higher Education August 9, 1974, represents completion of its task.

II. TASK FORCE ACTIVITIES

The Task Force met for the first time at Morgan State College on April 5, 1974, and completed its deliberations as a full group prior to its meeting with the Council on August 9th. The Task Force decided that meetings would be restricted to Task Force members, Council staff and the persons specifically invited. Various members met together for special tasks and, of course, all members met often with interested citizens.

The Task Force heard presentations, and received documentation, from the Presidents of Bowie, Coppin and Morgan and the Chancellor of UMES. We also heard from alumni, faculty and student representatives in each of the State Colleges, and from the President of the University of Maryland.

Members of the staff of the Maryland Council for Higher Education gave staff assistance to the Task Force. In particular, they made available much statistical and comparative information about all institutions of higher education in the State. (See Appendix 2 for statistical and comparative information.) Further information is available in the 1974 Maryland Plan and Addendum, copies of which are available from the Maryland Council for Higher Education.

Meetings of the Task Force were devoted to very full and frank discussions of the information supplied to us, and of

internal working papers generated by the Task Force members themselves. A progress report was given orally to the Maryland Council for Higher Education on July 12, about our activities, discussions and general conclusions. A Draft of the final Report was circulated among the college presidents who appeared before the Task Force.

After this consideration of the Draft Report, the Task Force met and voted on the final version of its Report on July 29, 1974. It has transmitted its Report and the Recommendations to the Maryland Council.

The Task Force requested and was granted a special meeting with the Maryland Council for Higher Education on August 9th to consider its report. The Task Force will request that MCHE, at that meeting, formally refer the report to: The Maryland State Board for Community Colleges; the Board of Trustees of the Maryland State Colleges, and the Board of Regents of the University of Maryland for review and comment. The Task Force remains prepared at the request of MCHE to participate in explaining further its Report and Recommendations to the Boards and to the general public.

The Task Force will, as its final activity, help MCHE place parts of its Report and Recommendations before the appropriate State Commissions, Departments or other Agencies, and particularly before the Governor and the General Assembly.

III. GENERAL CONSIDERATIONS

In this section, we will attempt to discuss those considerations, and the recommendations springing from them, which seem to us to apply to all historically Black colleges, especially in light of past inequities, fiscal responsibility, administrative efficiency, curriculum, public information, community services, and cooperation with other colleges.

The first conclusion reached by the Task Force was that certain inequities and disadvantages which can be attributed to insufficient State fiscal support in terms of per capita wealth and public attitudes about all higher education in Maryland, have been faced particularly by Black colleges since their beginnings. Black colleges filled the need that was precipitated by racism, denial of opportunity, and repression. This need was to provide higher education for students who were graduating from high schools desiring to become teachers, ministers, lawyers, social workers, and physicians. Although many inadequacies existed, these colleges under the effective leadership of their Presidents were able to fill the need. Not only was it necessary to fill the need, it was also necessary to survive. There were few resources available, yet the colleges had to produce. The colleges had to develop the ability to compete despite disparities.

Even today, the public remains largely unaware of the accomplishments made by the graduates of these colleges in promoting the general welfare of the State and the Nation. Today these Black colleges are unique and identifiable. It is essential that the State of Maryland be sensitive to the particular needs of Black colleges which grow out of their past history. It is therefore the consensus of the Task Force that a degree of conscientious funding be provided, to allow these colleges to further enhance their role and image and to develop internal management systems for keeping up their uniqueness and the further promotion of academic excellence at these institutions. The Task Force therefore recommends:

RECOMMENDATION 1:

A DEGREE OF CONSCIENTIOUS FUNDING -- BEYOND THE CONVENTIONAL FUNDING -- MUST BE PROVIDED TO ALLOW THE HISTORICALLY BLACK COLLEGES TO FURTHER ENHANCE THEIR ROLE AND IMAGE, AND TO DEVELOP INTERNAL MANAGEMENT SYSTEMS TO ACHIEVE GREATER EFFICIENCY IN REALIZING INSTITUTIONAL OBJECTIVES. WE FURTHER RECOMMEND THAT THIS SPECIAL FUNDING BE INITIALLY REFLECTED IN THE FISCAL 1976 BUDGET OF THE STATE OF MARYLAND.

In campuses or systems of campuses within higher education the argument in support of a reasonable amount of management autonomy at the local level rests on a very simple proposition. The person who is liable to be held responsible for institutional problems should be given the authority to deal with those problems.

The assumption is made for higher education that individuals, not committees or faceless bureaucracies, will continue to be held responsible. The individual most likely to be found in this position is the President or Chancellor of a particular campus. As long as this remains the case, therefore, the campus President or Chancellor should expect to be accorded a reasonable amount of local autonomy with which to fulfill the responsibilities placed on him by the campus itself, the other constituencies (alumni or local community), and the State taxpayers.

There are five kinds of autonomy or local budget management which are crucial to the appropriate welding of responsibility and authority for all chief executives, especially State College presidents. They are:

- authority to expend authorized monies in an operating budget
- authority to hire appropriate personnel
- authority to initiate capital project recommendations

- authority to initiate new academic program proposals or change in old ones.
- authority to admit suitably qualified students and graduate them.

The essence of an institution of higher education is its obligation to society to prepare the next generation of citizens for unexpected social demands. Thus, in contrast to all other State agencies the universities and colleges have the obligation of predicting the future needs of society rather than just projecting trends from the past. The critical difference between the act of predicting future requirements and projecting past trends involves *professional judgment*. The past good records of the chief executive of the institutions involved are clear evidence that they can measure up to these responsibilities.

The requirement on the scene of a campus to make adjustments between previous judgments and updated or corrected judgments is what demands local autonomy. An additional element, moving in the same direction, of course, is the fact that the very essence of higher education as it affects students requires the voluntary co-operation of the student. This means that the students' choices among programs affecting their own lives is a necessary ingredient. Thus, the delicate interplay between a college or university's leading the students in a direction is, at best, an educated estimate and following the students as a bellwether of future demands is

in itself an adjustment requiring constant flexibility on the local scene.

Budgetary flexibility and management initiatives involved in preparing asking budgets - capital or operating - or in discharging operating budgets free from line-by-line control and supervising construction are only one expression of the management authority needed by any person in a responsible position. In higher education, however, this personal responsibility for on-the-scene judgments continually updated seems to us to present a *prima facie* case for quite a large amount of local spending authority. Naturally, since the Legislature in the State of Maryland authorizes the expenditures of tax funds, any campus chief executive must be responsible through his board to that Legislature for spending the funds roughly for the purpose appropriated. However, it should be realized that if there ever were cases where the funds were appropriated with one understanding and the expenditures were totally unrelated, that essentially this calls into question the judgment capability of the chief executive. Calling a chief executive's judgment to question is the single most important reason for discharging that executive from that post.

Assuming that we are not dealing with this extreme situation, then only general guidelines for the expenditures of appropriated and authorized funds should be imposed. The concept of a detailed line item budget constructed well in advance of the fiscal year for expenditure is simply inappropriate in a modern college or

a university campus. Within broad guidelines, therefore, the President or the Chancellor of that campus should be allowed some degree of flexibility in moving operating monies from one item to another of similar kind.

Perhaps the most difficult aspect involved in running a campus of higher education is finding appropriate personnel with correct qualifications. This is true even within the classified personnel system. To search for and find suitably qualified people for faculty ranks requires continual changes in judgment and updating of qualifications and requirements. Thus, while broad guidelines for the number and job categories of classified personnel may be suitable even for campuses of higher education; and while rules of thumb may guide planners in the total number of faculty needed for a given size student body; the particular qualifications of faculty members must be left to the Chancellor or President and the local faculty themselves. The heart of a university or a college is its faculty. The essence of the faculty of a university or college is the uniqueness of each individual. Within the broadest guidelines of equity, therefore, the appropriate remuneration for attracting and holding these unique individuals must be left to the chief executive who bears the responsibility for the proper running of the entire establishment.

In matters of direct academic programming, such as admissions, retention, graduation, or degree programs themselves, the case for local management becomes even stronger. It is a well recognized fact that a State university granting a diploma puts the reputation of its faculty on the line, not the reputation of the State Legislature or State Executive. Even the chief executive of the campus enters into this arena only rarely and with great care. Recommendations of the faculty for admissions and degree requirements and qualifications are rarely, if ever, subject to serious question by the President or Chancellor of the campus or the appropriate governing board.

Given the rationales above in the five general areas requiring local management responsibility to match authority, the question arises: how best to grant this local autonomy? We are trying to find a balance between the necessary local autonomy and the equally necessary public accountability for those exercising that autonomy. In the areas involving money - operating budgets, initiative for capital projects or hiring of personnel - there is a question of reasonably efficient and accountable use of the public funds. In the areas of academic programming, such as admissions, retention, graduation, or requirements within programs, there is the question of reasonable quality control.

Both as to money and as to academic programming, an argument can be made that a single institution standing alone is at a disadvantage compared to a small group of institutions. With a

small collection of reasonably similar institutions there is possibility not only for flexibility in internal transfers of monies and requirements, but there is possibility for continual internal checking of quality. On the other hand, if the number of institutions becomes very large, then this internal checking becomes, practically speaking, impossible and we recover once again the same kind of situation as a campus standing alone. If the institutions which are small in number within a given group are too dissimilar in kind, then intercomparisons or internal shiftings of resources becomes, practically speaking, impossible once again.

From these general considerations one can argue therefore that the level of autonomy required in higher education in order to enhance internal flexibility with regard to monies as well as academic programming is a level which embraces a few similar campuses or institutions. This is a level typically represented by a Board of Governors or a Board of Regents. It is a system which precisely matches the current tripartite system of higher education within the State of Maryland, except for the fact that the State College Board and the Community College Board do not have the kinds of internal management autonomy and authority which we described above.

The Community College responsibilities and accountabilities are very largely local in nature. Therefore, they present a special case and will not be considered further. The present situation of the University of Maryland with the Board of Regents is considered

to be an optimum kind of balance between autonomy and accountability. Therefore, it will not be considered further in principle.

The case of the State Colleges, however, requires further discussion. The three Presidents of the historically Black State colleges in the State of Maryland who testified before this Committee had one point of testimony in common - they had a deeply felt need for enhancement of their official position as would be reflected by the authority to match their public responsibility. The Task Force is of the opinion that the Presidents of the Black State colleges are placed in a defensive and reactive rather than leadership position by the way they must deal with their governing bodies and the State funding system. Each year these Presidents must prove their educational philosophy, must prove their educational integrity, must worry about the continuation of federal funds and must always be faced with the possibility of a tenuous future.

It would be inappropriate to recommend that these three campuses alone be given special recognition with regard to fiscal or academic program autonomy. Consistent with the above general arguments, therefore, we would make the recommendation that the State College Board receive recognition in statutes of authority and autonomy commensurate with the responsibilities of running the several campuses of the State Colleges.

A concluding remark should be inserted at this point with regard to the exercise of reasonable local autonomy in matters fiscal as well as academic program. In light of its uniqueness among all

State agencies, the agencies of higher education which must look ahead and devise or discover new approaches to society's problems must have an area of experimentation available to them. This is true to a limited degree within the fiscal arena. It is true to a very large degree in the academic programming area.

Within comparable institutions - perhaps within the same segment or under the same Board - different approaches to the same general academic programming problem must be tried. This will inevitably be interpreted by those outside of higher education as unnecessary or wasteful duplication within programs. However, this is far from the case. Anyone involved in higher education knows that a large amount of progress in academic programming is made on the skeletons of previous failures. No one knows in advance which approach to a societal need will be successful. Therefore, it must be a position consistent with relative autonomy at the local level that programs which are seen at the local level to be particularly appropriate for that body of students or that clientele should be allowed.

The university or college campus is a mission-oriented institution. For example, Coppin State College sees as one of its missions serving the inner city as a comprehensive urban college. The mission is the total education of the students and the professional advancement of the faculty and staff. It may indeed be true that in order to satisfy this mission some functions are dupli-

cated when compared to other mission-oriented campuses. Such apparent inefficiencies in function must be subordinate to the greater need of the mission. Therefore, the predominantly Black colleges should be permitted to have selective duplication which is consistent with and necessary for their mission.

In order to enhance the management autonomy of the presidents, the Task Force recommends that:

RECOMMENDATION 2

IT IS ESSENTIAL THAT EACH STATE COLLEGE PRESIDENT RECEIVE PROFESSIONAL AND PERSONAL SUPPORT FROM A BODY OF PUBLIC CITIZENS (THE BOARD OF TRUSTEES OF THE MARYLAND STATE COLLEGES) WHO HAVE A STRONG COMMITMENT TO THE WELFARE OF THE STATE COLLEGES. IT IS ESSENTIAL THAT THE BOARD OF TRUSTEES HAVE THE MANAGEMENT AUTONOMY TO INSURE THAT WELFARE. WE FURTHER RECOMMEND THAT DURING THE 1975 LEGISLATIVE SESSION THERE BE A CHANGE IN THE LAW TO ESTABLISH THAT AUTONOMY.

It would be our strong recommendation, however, that in granting such statutory autonomy to the Board of Trustees of the Maryland State Colleges, they in turn would grant to the particular College President a very large arena of local autonomy.

While each State College has, by Maryland Statute (Article 77A, 12-1) a Board of Visitors, the Task Force believes that these local boards in cooperation with the College Presidents should pursue this participation in college activities with more vigor and visibility. In this way, the uniqueness of each college with respect to its own mission and community may be enhanced. The Task Force recommends:

RECOMMENDATION 3:

THE STATE COLLEGE PRESIDENTS MUST BE DELEGATED AN INCREASED DEGREE OF FLEXIBILITY IN HANDLING THEIR COLLEGE'S BUDGET AND ACADEMIC AFFAIRS - THIS GREATER DEGREE OF FISCAL AUTONOMY TO INCLUDE AN APPROPRIATE ACCOUNTABILITY SYSTEM. THE BOARD OF VISITORS OF EACH COLLEGE SPECIFIED CURRENTLY IN THE LAW SHOULD PURSUE THEIR PARTICIPATION IN COLLEGE ACTIVITIES WITH MORE VIGOR AND RESPONSIBILITIES, AND WORK MORE CLOSELY WITH ITS PRESIDENT IN PROMOTING THE OBJECTIVES OF THE COLLEGE.

The considerations discussed above about the need for coordinating several similar campuses in order to have diversity, flexibility and quality control have long been recognized in Maryland's Master Plan for Higher Education. These arguments are embodied

in the tri-partite concept of higher education with a Community College segment, a State College segment, and a State University segment.

RECOMMENDATION 4:

THE TASK FORCE STRONGLY ENDORSES THE TRI-PARTITE CONCEPT OF HIGHER EDUCATION IN THE STATE OF MARYLAND, AND URGES THAT ANY CHANGES MADE WITHIN PUBLIC HIGHER EDUCATION BE MADE WITHIN THE CONTEXT OF THE TRI-PARTITE CONCEPT.

The support of the traditionally Black colleges is potentially competitive for funds, programs and students rather than complementary. While, consistent with the remarks above that we feel each institution President or Chancellor must be allowed considerable flexibility in establishing program directions, we also believe that each college should develop its intrinsic strength in some unique ways. Thus, allowing for some carefully considered duplication, we offer:

RECOMMENDATION 5:

EACH HISTORICALLY BLACK PUBLIC COLLEGE SHOULD DEVELOP ITS OWN SPECIALTY AREAS OR PROGRAMS WITHIN THE TOTAL STATE SYSTEM OF HIGHER EDUCATION THAT WILL BROADEN THE APPEAL OF THE INSTITUTION TO A MORE DIVERSE

STUDENT BODY. ADEQUATE PLANNING FUNDS
MUST BE ALLOTTED FOR THE RESEARCH AND
DEVELOPMENT ASPECTS OF THESE SPECIALTY
PROGRAMS TO ASSURE THAT THEIR IMPLEMENTA-
TION WILL ENHANCE INSTITUTIONAL ACADEMIC
EXCELLENCE.

Several of the State Colleges, including the Black State Colleges have responded to community needs to a limited degree. The Black colleges have always been open institutions. However, public involvement, public confidence, and public awareness of their efforts have been less than desirable. Not enough potential students are reached. Each college must decide for itself what kind of college it wants to be, consistent with the needs of the State. The Black colleges face a dilemma in that they want assurance that the historical perspective of their colleges will not be lost with integration, that the cultural and ethnic flavor will be preserved, that the Black college be maintained as an educational resource for the Black community, that the student body will receive the supportive services it needs, and that the community will be aware of the commitment of Black colleges to educate their young people, many of whom are the first in their families to attend college. The Task Force makes the following recommendations:

RECOMMENDATION 6:

THE STATE COLLEGES AND THE UNIVERSITY OF MARYLAND SHOULD DEVELOP PROCEDURES TO ACHIEVE EVEN GREATER ARTICULATION WITH THE SECONDARY SCHOOLS AND COMMUNITY COLLEGES. IN ADDITION, THE SEGMENTS SHOULD PROMOTE MORE IN-DEPTH COUNSELING OF STUDENTS ABOUT THE FACILITIES AND PROGRAMS AVAILABLE WITHIN THE STATE SYSTEM OF HIGHER EDUCATION.

RECOMMENDATION 7:

EACH HISTORICALLY BLACK PUBLIC COLLEGE SHOULD BE ALLOCATED ADEQUATE SPECIFIC FUNDS TO CONDUCT A FULL-SCALE PUBLIC INFORMATION PROGRAM TO INFORM THE PUBLIC, RECRUIT STUDENTS -- SPECIFICALLY INCLUDING OTHER-RACE STUDENTS -- AND TO DISSEMINATE INFORMATION TO OTHER INSTITUTIONS OF HIGHER EDUCATION. THE BLACK COLLEGES SHOULD BE PRESENTED AS THE MODELS THEY ARE OF HOW TO SUCCESSFULLY EDUCATE BLACK STUDENTS AND TO WORK WITH STUDENTS WHO ARE DISADVANTAGED. THE COLLEGES SHOULD MAKE SPECIAL EFFORTS TO COLLECT AND PUBLICIZE THE SUCCESSES OF THEIR GRADUATES.

Besides better contact with the secondary schools, and better explanations to the public as to their roles, the Task Force feels that the historically Black colleges have a particular role to play in their communities. Therefore, the Task Force recommends:

RECOMMENDATION 8:

EACH HISTORICALLY BLACK PUBLIC COLLEGE SHOULD PROVIDE, WITHIN THE RANGE OF THE TRI-PARTITE CONCEPT, MORE SERVICES TO THE COMMUNITY THROUGH SUCH AVENUES AS COLLEGE SEMINARS FOR THE NON-DEGREE STUDENT, HUMAN DEVELOPMENT AND HUMAN INTERACTION WORKSHOPS, AND A RELEASE OF STUDENTS TO BUSINESSES AND INDUSTRIES FOR ON-THE-JOB AWARENESS BEFORE GRADUATION.

Somewhat along the same lines, the Task Force takes note of the strong concentration within the Baltimore metropolitan area of various campuses of higher education. It believes that all such campuses, from each of the three segments of the tri-partite State system, should continually explore ways of cooperating among themselves for the benefit of the people of this area. The Task Force recommends:

RECOMMENDATION 9:

THE HISTORICALLY BLACK PUBLIC COLLEGES SHOULD EXPLORE FURTHER POSSIBILITIES FOR COOPERATION WITH THE OTHER COLLEGE CAMPUSES IN THE METROPOLITAN BALTIMORE AREA. THE TASK FORCE SUPPORTS AND RECOGNIZES THE EFFORTS TO DEVELOP BETTER INTER-INSTITUTIONAL COOPERATION BETWEEN THE PREDOMINANTLY BLACK COLLEGES IN THE STATE AND THE UNIVERSITY OF MARYLAND AT BALTIMORE FOR THE PURPOSE OF INSURING THE AVAILABILITY OF LARGER NUMBERS OF BLACK PROFESSIONALS. FURTHER, WE RECOMMEND THAT SAID SUPPORT AND RECOGNITION BE TRANSLATED INTO PROVISIONS TO MAKE BOTH MONETARY AND PERSONNEL RESOURCES AVAILABLE TO IMPLEMENT INTER-INSTITUTIONAL PROGRAMS.

The judgement of the Task Force is that the establishment of the University of Baltimore as a public college may have a negative impact on Morgan and Coppin in terms of overlapping enrollment, curriculum and funding. Also, because of the probable accompanying strong effect on racial desegregation in the Baltimore metropolitan area, the following recommendation is made.

RECOMMENDATION 10:

THAT THE MARYLAND COUNCIL FOR HIGHER
EDUCATION AND THE BOARD OF TRUSTEES
OF THE STATE COLLEGES MAKE CERTAIN THAT
THERE BE STRICT OBSERVANCE OF THE LAW
(AND ITS INTENT) WHICH ESTABLISHED THE
UNIVERSITY OF BALTIMORE AS A PUBLIC IN-
STITUTION, STARTING JANUARY 1, 1975.
THE LAW MAKES IT CLEAR THAT THE UNIVER-
SITY OF BALTIMORE WOULD OPERATE "AS AN
UPPER DIVISION ACADEMIC INSTITUTION,
THAT IS THIRD AND FOURTH COLLEGIATE YEAR
AND POSTGRADUATE STUDIES."*

Finally the Task Force turns its attention to the particular needs that the historically Black colleges have in administering their own campuses. These colleges have unique experience in helping students with special problems -- economic or academic. They must be allowed to utilize this unique experience to the fullest. This requires increased help and sophistication in particular areas of administration, both in upgrading present personnel and in hiring appropriate staff to properly execute administrative functions. The following recommendations are made by the Task Force:

*SOURCE: Section 14M of Art. 77A of The Annotated Code of the Public General Laws of Maryland - 1973 Cumulative Supplement.

RECOMMENDATION 11:

ADMINISTRATORS OF EACH COLLEGE ARE ENCOURAGED TO HAVE A STUDY MADE BY OUTSIDE CONSULTANTS TO REVIEW AND MAKE RECOMMENDATIONS REGARDING THE PRESENT ADMINISTRATIVE STRUCTURE OF THE INSTITUTION. SPECIAL FUNDS TO SUPPORT THIS STUDY WILL BE REQUIRED.

RECOMMENDATION 12:

EACH HISTORICALLY BLACK PUBLIC COLLEGE SHOULD PLAN A PROGRAM OF INTERNSHIPS IN ADMINISTRATION FOR INTERESTED AND CAPABLE PERSONS ON THEIR STAFF OR NEW PERSONS COMING INTO THE ORGANIZATION. THESE INTERNSHIPS COULD BE HELD EITHER AT THE INSTITUTION ITSELF OR AT ANOTHER INSTITUTION OF HIGHER EDUCATION WHERE IN-THE-OFFICE TRAINING COULD BE PROVIDED. THIS RECOMMENDATION WOULD CARRY FINANCIAL IMPLICATIONS BECAUSE INDIVIDUALS WOULD HAVE TO BE FREED FROM OTHER RESPONSIBILITIES TO PURSUE AN INTERNSHIP PROGRAM. SUCH A PROGRAM WOULD ENABLE THE COLLEGES TO ADMINISTER THEMSELVES EFFICIENTLY WHICH

WOULD, IN TURN, ENHANCE THEIR IMAGE IN THE ACADEMIC COMMUNITY AT LARGE AND IN THE EYES OF THEIR STUDENTS.

RECOMMENDATION 13:

WE RECOMMEND THAT SPECIAL ATTENTION AND FUNDING BE GIVEN TO FINANCIAL AID AND OTHER STUDENT SUPPORTIVE SERVICE OFFICES IN THESE COLLEGES. THESE OFFICES MUST HAVE A FULL COMPLEMENT OF EXPERIENCED PERSONNEL SO THAT THEY CAN HANDLE THE UNIQUE PROBLEMS AT PREDOMINANTLY BLACK COLLEGES, NOTABLY THE PROBLEMS CONTINGENT UPON SERVING MANY STUDENTS OF A SOCIOECONOMIC LEVEL WHO IN SOME INSTANCES EXHIBIT A NEED FOR CONSIDERABLE FINANCIAL AND ACADEMIC AID. INCREASED STUDENT FINANCIAL AID SHOULD BE MADE AVAILABLE BY THE STATE THROUGH THESE COLLEGES.

IV. SPECIAL CONSIDERATIONS

This Task Force is sensitive to its position in making recommendations to the Maryland Council for Higher Education. On the one hand, it strongly supports the tripartite system of segments and their Boards, and believes in larger areas of management autonomy for those Boards and the campus Presidents or Chancellors. On the other hand, its charge directs attention to four particular campuses.

We have tried, therefore, to frame our recommendations in such a way as to minimize any appearance of interference in segment Board prerogatives. Most of our recommendations are general in Section III. Some special ones, particular to each campus, are collected here. However, even within this Section's particularized recommendations, we avoid those which might seem to upset too far the balance among campuses set internally by segment boards. Thus, we do not go into details - of a program at Coppin; or of an administrative office at Bowie; or of a new structure change for Morgan; or of faculty status in UMES. We leave these details to the appropriate segment boards.

On the other hand, in this Section we do make recommendations with which we believe the Maryland Council for Higher Education can properly be concerned. It would be our hope and expectation that the Council would follow-up these recommendations (and, of course, those in the previous Section) as appropriate - either in communication with the institution through their segment boards; or in its annual recommendations to the

Governor and Legislature; or in its support of efforts by other State bodies such as the State of Maryland Commission on the Structure and Governance of Education.

With these considerations in mind, and referring the reader to the previous Section on General Considerations which contains recommendations pertinent to all these four campuses, we turn our attention to a few special recommendations.

Bowie State College

The Task Force was much impressed by the presentation before it of the President and his staff. We endorse his efforts, and earnestly hope that many of our General Considerations recommendations will be of special help to Bowie. In particular, we feel that our previous recommendations on highlighting the needs of strengthened financial aid and the financial aid office are pertinent here. We also believe that Bowie, through its own efforts, has brought non-State money to the Campus in support of many academic and administrative programs which are threatened by withdrawal of that support.

RECOMMENDATION 14:

WE RECOMMEND THAT ATTENTION BE PAID BY THE STATE
TO ASSUME THE FUNDING FOR SPECIAL PROGRAMS OF
STUDENT AND ADMINISTRATIVE ASSISTANCE WHOSE INITIAL
FUNDING FROM NON-STATE SOURCES WAS OBTAINED BY
COLLEGE INITIATIVE. WHILE APPLYING TO ALL THE

HISTORICALLY BLACK PUBLIC COLLEGES, THIS
RECOMMENDATION HAS SPECIAL AND IMMEDIATE
RELEVANCE FOR BOWIE AND COPPIN.

Another of our general recommendations has special force for Bowie. We believe this State College, located as it is, has special needs for a fuller management information systems approach to its efforts. Building on its own self-studies in this area, and management consultant help, Bowie is especially placed to demonstrate the usefulness to its student clientele of such a system.

The Task Force supports the points made to it by the President with respect to selective duplication of some programs. We firmly believe that within very broad guidelines of the State and MCHE, the President of a campus like Bowie should be allowed to respond to its own needs. Furthermore, we support their efforts towards increased relations with the professional schools throughout the University of Maryland system.

RECOMMENDATION 15:

THE TASK FORCE RECOMMENDS SUPPORT BY MCHE FOR
BOWIE'S EFFORTS TO INCREASE ITS TIES TO THE
PROFESSIONAL COLLEGES IN THE UNIVERSITY OF
MARYLAND WITH FURTHER DEVELOPMENT OF PRE-
PROFESSIONAL PROGRAMS.

Finally, the Task Force was struck with the contradiction between the vigorous growth at Bowie, and its relative inaccessibility.

RECOMMENDATION 16:

THE TASK FORCE RECOMMENDS THAT MCHE PERFORM AN IN-DEPTH STUDY ABOUT THE PROBLEMS AND POSSIBLE SOLUTIONS OF PHYSICAL ACCESSIBILITY TO BOWIE. SUCH STUDY MIGHT BE DONE JOINTLY WITH THE MARYLAND DEPARTMENT OF TRANSPORTATION.

Coppin State College

Again we wish to stress the importance, in our view, of a study and particular help in administrative areas for Coppin. Even more, we draw attention to the statistics in Appendix 2 and point out that Coppin has special financial support needs. While the capital building program seems, now, to be catching up, we note its comparatively recent nature and urge constant attention. Similarly, the allocations of general and special funds at Coppin might be a part of our recommended management consultant study.

RECOMMENDATION 17:

THE TASK FORCE RECOMMENDS THAT MCHE PAY CLOSE ATTENTION TO THE CAPITAL FUNDING PROGRAM OF COPPIN. WE BELIEVE THAT AN IMMEDIATE STUDY SHOULD BE MADE, IN CONJUNCTION WITH THE BOARD OF TRUSTEES OF THE MARYLAND STATE COLLEGES, OF THE ALLOCATION AT COPPIN OF GENERAL AND SPECIAL FUNDS.

The Task Force noted the recent approval of a nursing program at Coppin. We appreciate and share the worry expressed by some that

future support for this program might be taken from the normal growth of the rest of Coppin's activities.

RECOMMENDATION 18:

THE TASK FORCE RECOMMENDS THAT PARTICULAR ATTENTION BE PAID TO THE BUDGETING OF COPPIN'S NEW NURSING PROGRAM IN ORDER NOT TO IMPINGE ON THE FISCAL INTEGRITY OF ANY OTHER COPPIN PROGRAM.

While not making it a special recommendation, we endorse again the need for the President of an institution like Coppin to feel assured of support for those programs he feels particularly suit his faculty and students. Thus, Coppin's long-time efforts in education fields, and their programs in the liberal arts, will need continued support. The unique history and special aspirations of Coppin must be recognized.

Morgan State College

It is the opinion of the Task Force that in many ways the enhancement of the role and image of Morgan presented the most complex problem before it. Through its long history in higher education in the Nation, and in Maryland, Morgan has achieved a distinction in the eyes of many that is unmatched. It was our task to find a way to move with the aspirations of the institution -- both educationally sound and possible-- within the Baltimore and Maryland realities. This task goes to the heart of our charge, to enhance both the role, and the image, of Morgan.

We had to find a way not only actually to enhance the capability of Morgan to provide increasingly better educational opportunities; but it must be a way that is seen and understood as enhancing Morgan. Thus, the Task Force spent considerable time on identifying and exploring possible alternatives which would protect Morgan's unique history and status; and which would also help, and be seen to help, it move along its own chosen path of development.

The Task Force accepts and supports the aspirations of Morgan to University status. Such status embraces many things, and has many implications for faculty, students and supporting community. For example, University status would imply that Morgan continue its programmatic developments of long standing and extend them into doctoral-level offerings. Such an extension of Morgan's present graduate programs would uniquely enhance Morgan, making it the only historically Black state institution in the nation with Ph.D. programs. Morgan's doctoral-level aspirations represent the highest achievements for a University in faculty research, student education and public service. But it cannot do this situated in the Baltimore area, divorced from complementary activities at all levels at other nearby institutions. And it must not enter such a long-term venture in such a way as to lose its historical identity, or to weaken its other offerings.

The Task Force therefore identified four logically different approaches to University status for Morgan. These different approaches

really amount to different legal structures for Morgan. In fact, after considerable debate and discussion within the Task Force, it became clear that these structural distinctions, reflected in changes in the law, were the simplest way to think through all the implications - educational and practical.

First, Morgan could remain within the State College segment of the tripartite structure in Maryland. But, true to our objective, we would then have to recommend special treatment for Morgan compared to other State Colleges. We would have to recommend changes in the law special to Morgan. (We already recommended some changes to strengthen the autonomy of all Presidents and the State College Board - see RECOMMENDATIONS 2, 3 and 4.) Such special treatment within the ongoing segment seemed to the Task Force to create some very difficult problems in singling out Morgan. Its doctoral offerings might be too heavily involved with the other State Colleges, creating undue burden educationally on Morgan.

Second, Morgan could withdraw from the State College segment and become an independent University. In other words, legislation would be introduced to create a separate University and Board outside of any of the three segments of the present tripartite system. This is seen, in many ways, as the ideal goal for Morgan, with its special history and position within the State. However, it too has problems associated with it. It expands the present tripartite system. This could lose the

benefits of flexibility and quality control within segments, and would go against the national trend away from isolated single-campus Universities.

If Morgan were at a stage of growth sufficiently experienced and strong in all its offerings - baccalaureate and doctoral - it might successfully compete as a single campus with the other campuses and organized segments. But, in starting new initiatives, with the current state of the economy, it is realized that success this way may create challenges. Thus, while total independence remains an ideal arrangement for Morgan, and in principle it could be accomplished by legislation, educational considerations, and practical considerations of economic and political competition, raises important questions.

Third, Morgan could join with some other campuses in the Baltimore area to form a special consortium, or even a new multi-campus University. At its initial consideration of this option, the Task Force saw many favorable aspects. It retains the several-campus benefits; it seems to draw together the political strengths of various Baltimore campus constituencies. But, with further consideration, several serious flaws appear. Such a consortium or new University does some violence to all the tripartite segments. From Morgan's perspective, it would place a very heavy burden on it just at a time when it needs greatest long-term support in new ventures. It would tend to submerge its identity among other quite different kinds of campuses, with many different kinds of strengths and weaknesses with which Morgan would have to contend.

Fourth, Morgan could leave the State College segment and join the University of Maryland segment. When the Task Force first considered this possibility, many negative aspects seemed to be involved. Morgan would lose its identity, would be swallowed up by the University. Its unique history, relationships with community, faculty and students might be threatened or changed. To many, the University of Maryland represented the historical source of post-baccalaureate discrimination against blacks, one of the very reasons why Morgan has been seen as the alternative to the University of Maryland. In becoming another campus of the University system, how could Morgan maintain its distinctive features?

The Task Force saw that this option had some distinct advantages. In joining the University of Maryland, Morgan would immediately draw on the support of the system and have immediate management autonomy. That this works is shown by the UMES good experience. Its doctoral-level aspirations would be the rule instead of the exception, and much experience in individualized faculty, student and program problem-solving for these aspirations was already available. The University's historical image was clearly changing rapidly - more black students, high-level black educators and administrators, black members of the Board of Regents, new approaches to education supported on all Campuses.

After considerable discussion, debate, exchanges of position papers, separate meetings among Task Force members and with others, the Task Force collectively makes the recommendation noted below. It felt

particular stress must be placed on changes in the law which can actually and quickly be accomplished; which make sound educational policy sense in line with Morgan's aspirations, particularly for doctoral-level work; and which can actually highlight, support and build on Morgan's unique history and place in the community.

RECOMMENDATION 19:

THE TASK FORCE RECOMMENDS THAT MCHE SUPPORT LEGISLATION AND PROGRAM DEVELOPMENT TO CHANGE THE STATUS OF MORGAN TO A DOCTORAL-DEGREE-GRANTING URBAN UNIVERSITY WITHIN THE TRIPARTITE CONCEPT DEFINED AS: THE COMMUNITY COLLEGES, THE STATE COLLEGES, AND THE STATE UNIVERSITIES.

University of Maryland Eastern Shore

The Task Force recognizes the great strides this Campus has taken in the last three years. It endorses and supports the Chancellor's efforts in establishing this Campus as a showcase multi-racial University campus. The Task Force believes the experiences at this Campus are pertinent to considerations for other Maryland campuses (see discussion of Morgan State College).

We wish to draw attention once again to some of our general recommendations which have special application here. In particular, support in student financial aid, and its management, are necessary.

We also support the efforts under way for special cooperation with Salisbury State College, but do not comment on them further, thereby

recognizing the necessary area of management initiative within which the Chancellor is already moving.

An area of particular concern to UMES brought to Task Force attention does deserve mention. This has to do with the University of Maryland Center for Environmental and Estuarine Studies with main offices at Horn Point near Cambridge. We note from the Addendum to the 1974 Maryland Plan (pages II-32, 33) that "the total scope of activities of the Center remains to be defined". The Addendum goes on:

"The University regards the mission of the Center and of its Eastern Shore operations in environmental and estuarine studies as complementary to some of the aspirations and academic interests of the UMES faculty and students, present and to come. The Horn Point operation has not been envisaged as one that will focus on traditional collegiate instruction, much less on offering a broad spectrum of college-level curricular programs akin to those found on the other college campuses. It is not intended either to duplicate or to preempt the kinds of future research or instructional programs that can appropriately be developed at UMES or the other campuses or in association with one or more of them."

The Task Force does wish to emphasize its concern for the future development of UMES, however, so it makes

RECOMMENDATION 20:

THE TASK FORCE RECOMMENDS THAT MCHE REQUEST THE UNIVERSITY OF MARYLAND TO MAKE IT CLEAR THAT THE CENTER FOR ENVIRONMENTAL AND ESTUARINE STUDIES WILL NOT GRANT DEGREES, OR CONDUCT ACADEMIC PROGRAMS EXCEPT THROUGH THE DEGREE-GRANTING CAMPUSES OF THE UNIVERSITY. THE TASK FORCE FURTHER RECOMMENDS

THAT UMES DEVELOP SELECTIVE UNDERGRADUATE AND GRADUATE PROGRAMS THAT UTILIZE ITS CLOSE PROXIMITY TO, AND RESOURCES AT, THE CENTER FOR ENVIRONMENTAL AND ESTUARINE STUDIES AT HORN POINT.

V. SUMMARY OF RECOMMENDATIONS

1. A degree of conscientious funding -- beyond the conventional funding -- must be provided to allow the historically Black public colleges to further enhance their role and image, and to develop internal management systems to achieve greater efficiency in realizing institutional objectives. We further recommend that this special funding be initially reflected in the Fiscal 1976 budget of the State of Maryland.
2. It is essential that each State College president receive professional and personal support from a body of public citizens (the Board of Trustees of the Maryland State Colleges) who have a strong commitment to the welfare of the State Colleges. It is essential that the Board of Trustees have the management autonomy to insure that welfare. We further recommend that during the 1975 Legislative session there be a change in the law to establish that autonomy.
3. The State College presidents must be delegated an increased degree of flexibility in handling their College's budget and academic affairs - this greater degree of fiscal autonomy to include an appropriate accountability system. The Board of Visitors of each College specified currently in the law should pursue their participation in college activities with more vigor and responsibilities, and work more closely with its president in promoting the objectives of the College.

4. The Task Force strongly endorses the tripartite concept of higher education in the State of Maryland, and urges that any changes made within public higher education be made within the context of the tripartite concept.
5. Each historically Black public college should develop its own specialty areas or programs within the total State system of higher education that will broaden the appeal of the institution to a more diverse student body. Adequate planning funds must be allotted for the research and development aspects of these specialty programs to assure that their implementation will enhance institutional academic excellence.
6. The State Colleges and the University of Maryland should develop procedures to achieve even greater articulation with the secondary schools and Community Colleges. In addition, the segments should promote more in-depth counseling of students about the facilities and programs available within the State system of higher education.
7. Each historically Black public college should be allocated adequate specific funds to conduct a full-scale public information program to inform the public, recruit students -- specifically including other-race students -- and to disseminate information to other institutions of higher education. The Black colleges should be presented as the models they are

of how to successfully educate black students and to work with students who are disadvantaged, so the colleges should make special efforts to collect and publicize the successes of their graduates.

8. Each historically Black public college should provide, within the range of the tripartite concept, to the community through such avenues as college seminars for the non-professional, short-term courses for the non-degree student, human development and human interaction workshops, and a release of students to businesses and industries for on-the-job awareness before graduation.
9. The historically Black public colleges should explore further possibilities for cooperation with the other college campuses in the metropolitan Baltimore area. The Task Force supports and recognizes the efforts to develop better inter-institutional cooperation between the predominantly black colleges in the State and the University of Maryland at Baltimore for the purpose of insuring the availability of larger numbers of black professionals. Further, we recommend that said support and recognition be translated into provisions to make both monetary and personnel resources available to inter-institutional programs.
10. That the Maryland Council for Higher Education and the Board of Trustees of the Maryland State Colleges make certain that there be strict observance of the law (and its intent) which

established the University of Baltimore as a public institution, starting January 1, 1975. The law makes it clear that the University of Baltimore would operate "as an upper division academic institution, that is third and fourth collegiate year and postgraduate studies."*

11. Administrators of each college are encouraged to have a study made by outside consultants to review and make recommendations regarding the present administrative structure of the institution. Special funds to support this study will be required.
12. Each historically Black public college should plan a program of internships in administration for interested and capable persons on their staff or new persons coming into the organization. These internships could be held at either the institution itself or at another institution of higher education where in-the-office training could be provided. This recommendation would carry financial implications because individuals would have to be freed from other responsibilities to pursue an internship program. Such a program would enable the colleges to administer themselves efficiently which would, in turn, enhance their image in the academic community at large and in the eyes of their students.

*SOURCE: Section 14M of Art. 77A of The Annotated Code of the Public General Laws of Maryland - 1973 Cumulative Supplement.

13. We recommend that special attention and funding be given to financial aid and other student-supportive service offices in these colleges. These offices must have a full complement of experienced personnel so that they can handle the unique problems at predominantly Black colleges, notably the problems contingent upon serving many students of a socio-economic level who in some instances exhibit a need for considerable financial and academic aid. Increased student financial aid should be made available by the State through these colleges.
14. We recommend that attention be paid by the State to assume the funding for special programs of student and administrative assistance whose initial funding from non-State sources was obtained by college initiative. While applying to all the historically Black public colleges, this recommendation has special and immediate relevance for Bowie and Coppin.
15. The Task Force recommends support by MCHE for Bowie's efforts to increase its ties to the professional colleges in the University of Maryland with further development of pre-professional programs.
16. The Task Force recommends that MCHE perform an in-depth study about the problems and possible solutions of physical accessibility to Bowie. Such a study might be done jointly with the Maryland Department of Transportation.

17. The Task Force recommends that MCHE pay close attention to the capital funding program at Coppin. We believe that an immediate study should be made, in conjunction with the Board of Trustees of the Maryland State Colleges, of the allocation at Coppin of general and special funds.
18. The Task Force recommends that particular attention be paid to the budgeting of Coppin's new nursing program in order not to impinge on the fiscal integrity of any other Coppin program.
19. The Task Force recommends that MCHE support legislation and program development to change the status of Morgan to a doctoral-degree-granting urban university within the tripartite concept defined as: the Community Colleges, the State Colleges, and the State Universities.
20. The Task Force recommends that MCHE request the University of Maryland to make it clear that the Center for Environmental and Estuarine Studies will not grant degrees or conduct academic programs except through the degree-granting campuses of the University. The Task Force further recommends that UMES develop selective undergraduate and graduate programs that utilize its close proximity to, and resources at, the Center for Environmental and Estuarine Studies at Horn Point.

William P. Chaffinch
Chairman

Harry K. Wells
Vice-Chairman

Mrs. Gertrude H. Crist
Secretary

Mrs. Thelma B. Cox
Mrs. Marilyn R. Goldwater
Dr. R. Lee Hornbake
Don R. Kendall
Edmund C. Mester
Philip Pear
Joseph A. Sellinger, S.J.
Jack F. Tolbert
Dr. Henry C. Welcomes
Ellery B. Woodworth

STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION
The State Postsecondary Education Commission
Under P. L. 92-318
93 MAIN STREET - ANNAPOLIS 21401
301-267-5961

Dr. Wesley N. Dorn
Executive Director
Dr. Joseph F. Keimig
Associate Executive Director
Dr. Sheldon H. Knorr
Assistant Executive Director

March 22, 1974

It is with a great deal of pleasure that I confirm our invitation to you to serve as a member of the very important Task Force of the Maryland Council for Higher Education to propose ways of enhancing the role and image of the predominantly black public colleges in the State. This Task Force has been established in accordance with the State of Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State as directed by Governor Marvin Mandel in his transmittal of the Maryland Plan to the Department of Health, Education and Welfare, Office of Civil Rights on February 5, 1974.

The Council felt that a group of knowledgeable, outstanding citizens were necessary to accomplish the objectives of the Task Force and we are pleased that you have consented to serve with other distinguished persons whose names are given on the enclosure.

It is the Council's modus operandi to have one of its members serve as Chairperson of its Task Force and to have the membership of the Task Force be determined by the needs of the task to be achieved. As Chairman of the Council, I have appointed Mrs. Thelma Cox to serve as Chairperson of this Task Force in view of the nature of the issues to be considered and her ability to get things done.

The Task Force should be able to accomplish its task in five or six meetings. In view of the many demands which we know are made on your time, we are planning to have these meetings for half days only, and in view of the residences of the majority of the members we are planning to hold most, if not all of the meetings, in Baltimore. The first meeting has been scheduled for 1:30 p.m. in the Conference Room at Morgan State College, Hillen Road and Coldspring Lane, on April 5, 1974.

March 22, 1974

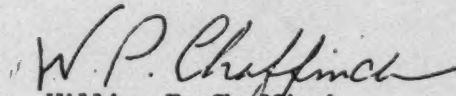
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We do appreciate your willingness to serve on this Task Force and believe that this is one of the very real opportunities to improve the role and image of our predominantly black colleges, which have such a vital role to play in serving our students and all the citizens of our State.

We shall look forward to seeing you at Morgan State College on April 5th.

With appreciation for your cooperation, I am

Sincerely yours,


William P. Chaffinch
Chairman

WPC:WND/z

Enclosure

cc: Governor Marvin Mandel
Mrs. Thelma Cox
Dr. Wesley N. Dorn

REPORT BY THE TASK FORCE

TO PROPOSE WAYS OF ENHANCING THE ROLE AND IMAGE
OF PREDOMINANTLY BLACK PUBLIC COLLEGES IN MARYLAND

APPENDIX 2

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Data for Appendix 2 was prepared by the Maryland Council for Higher Education

MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC
POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE

INSTITUTIONAL FACILITIES

1. The data presented herein was derived from the following sources:
 - a. Facilities Inventories - Annual HEGIS Reports 1973
 - b. Enrollment Data - Annual HEGIS Reports 1973
2. Projections - Enrollment & Facilities
 - a. St. Mary's - From College Master Plan and Planning Staff
 - b. UMCP, UMBC, UMES - From respective institutional planning staffs
 - c. State Colleges - From Board of Trustees staff.
3. Construction Data and Expenditures
 - a. Report of State Planning - Report "Capital Improvements by the General Assembly 1961-1973"
 - b. Annual Capital Budget
 - c. House Bill 501 - 1974 Capital Appropriations (GCL)
4. Condition of Facilities
 - a. The Maryland Council for Higher Education conducted a survey of the age and condition of each building on all campuses of public institutions as of 1968. This survey was followed by on-site inspections and visits in 1969 and subsequent years. The State Colleges engaged a private firm which surveyed each campus and prepared a master plan for each campus with recommendations as to demolition and renovation of existing and new construction required by 1980. St. Mary's College prepared a master plan with similar information in 1973-1974. Based upon these documents, surveys and visits, the Maryland Council for Higher Education staff prepared the statements of condition of facilities.
 - b. There are some variations in existing and projected facilities and expenditures. There are several reasons for these variations:
 - (1) The academic programs at institutions vary and likewise the numbers enrolled vary per program. These vari-

ations create different demands for facilities. Institutions with a heavy demand in sciences, drama and similar programs requiring specialized space may have more space per FTE student. In some instances, new programs may not reach anticipated enrollment as fast as planned and in some instances the reverse may be true. It should also be noted that all of the State Colleges have shifted in recent years from "Teacher Colleges" to liberal arts colleges with some specialized programs in related fields. The matching of program and enrollment demands has been a constant problem throughout the U.S. as well as in Maryland.

(2) Large single purpose types of space such as auditoria, libraries and physical education facilities are authorized for each institution on the basis of 10 year enrollment projections vs. 5 years for classrooms, offices and other similar facilities. Accordingly, institutions may either find themselves ahead or behind in this single purpose space depending upon their growth patterns and rates.

(3) The rapid growth of community colleges has effected the growth patterns of nearby senior institutions. Furthermore, there has been a greater rate of increase in part time students and women entering college. Both of these factors have affected the facilities needs and availability, and the amount of space per FTE student.

5. Per Capita Expenditures

The attached charts show the amounts of capital expenditures authorized by the General Assembly for each institution in the past 10 years. Most of the rationale discussed in previous paragraphs with respect to reasons for variations in sq. ft./FTE student are equally applicable in making comparisons of per capita capital expenditures. For example a new library at one institution will cost more per FTE student because of the larger amount of space per FTE and the higher unit cost than common spaces such as offices and classrooms. Also, as may be seen from the descriptions under the "Condition of Facilities", the various institutions were started in various ways, some as private institutions and some as State institutions or were transferred to the State system at various times. The mere quotation of a "per capita" expenditure could be misleading. For this reason, the descriptions under the heading "Condition of Facilities" includes some of the history of institutions, the age of their facilities as well as growth and expenditures in the past 10 years. This period was selected since it corresponds to the tenth anniversary of the State's decision to create the Maryland Council for Higher Education in order to establish and improve statewide coordination. This period is also the period of greatest growth in higher education in Maryland which of course severely taxed the State's capital resources.

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

Predominantly BlackPredominantly WhiteUNDER 1,000 FTE STUDENTSUNIVERSITY OF MARYLAND EASTERN SHORE

a. Existing NASF (1973)	218,967
b. FTE Students (1973)	940
c. NASF/FTE (1973)	233
d. Under construction & proposed (NASF)	130,183
e. Proj. 1980 Facilities(NASF)	349,150
f. Proj. 1980 FTE Students	1,726
g. Proj. NASF/FTE (1980)	202

CONDITION OF FACILITIES

UNES came under complete State control as a college in 1926 with a few buildings and agricultural facilities most of which have been replaced since 1948. About 75% of the present facilities were constructed after 1954. In the last ten years the following facilities have been added:

Home Economics Building	5,260 GSF
Physical Education	45,657
Library	40,436
Home Economic Cottage	2,821
Storage Building	4,500
Fine Arts/auditorium	38,172
Science Building	38,427

State appropriations for new facilities and renovations during the period 1964-1974 total \$9,355,700. The college enrollment grew from 632 FTE in 1964 to 940 FTE in 1974.

The present facilities are considered adequate except for the following:

- 1) Industrial Arts Building 8,593 GSF -

Replacement Proposed-FY 1977-1978

- 2) Classroom Lab Building 27,509 GSF -

Renovation Proposed-FY 1976-1977

- 3) Former Gymnasium 24,302 GSF -

(For Classroom/Laboratories/Offices)

Renovation Proposed-FY 1976-1977

ST. MARY'S COLLEGE OF MARYLAND

a. Existing NASF (1973)	155,922
b. FTE Students (1973)	998
c. NASF/FTE (1973)	157
d. Under construction & proposed (NASF)	40,000
e. Proj. 1980 Facilities(NASF)	195,922
f. Proj. 1980 FTE Students	1,445
g. Proj. NASF/FTE (1980)	135

CONDITION OF FACILITIES

Although there are a few old buildings circa 1909 on campus, 84% of the facilities have been built and extensively renovated since 1940. From 1964 through 1974, the State appropriated \$7,093,400 for new facilities and renovations. The growth during that period was from a 2 year junior college with 270 FTE to a 4 year liberal arts with 998 FTE students. The facilities, with the exception of a 1909 classroom/office building are considered adequate, and in some instances excellent. In the past 10 years, the following facilities have been added:

Student Union	21,000 GSF
Library	26,000
Gymnasium	44,198
Maintenance & Storage	6,240
Infirmary	4,267

MARYLAND COUNCIL FOR HIGHER EDUCATION

4

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

<u>Predominantly Black</u>		<u>1,000-3,000 FTE STUDENTS</u>		<u>Predominantly White</u>	
<u>BOWIE STATE COLLEGE</u>				<u>FROSTBURG STATE COLLEGE</u>	
a. Existing NASF (1973)	285,506			a. Existing NASF (1973)	303,030
b. FTE Students (1973)	2,255			b. FTE Students (1973)	2,815
c. NASF/FTE (1973)	127			c. NASF/FTE (1973)	108
d. Under Construction & Proposed (NASF)	253,041			d. Under Construction & Proposed (NASF)	188,150
e. Proj. 1980 Facilities (NASF)	538,547			e. Proj. 1980 Facilities (NASF)	491,180
f. Proj. 1980 FTE Students	4,200			f. Proj. 1980 FTE Students	3,500
g. Proj. NASF/FTE (1980)	128			g. Proj. NASF/FTE (1980)	140

CONDITION OF FACILITIES

The facilities at Bowie were built in phases approximately as follows:

Prior 1946	2%
1947-1963	16%
1964-Present	82%

With the exception of the pre-1930 buildings, the facilities are generally in excellent condition. Older facilities have been renovated recently.

In the past 10 years, the following new facilities have been constructed:

Science Classroom Building	31,534 GSF
Student Union-Dining	22,819
Infirmary	4,244
Maintenance Building	5,250
Physical Education	91,000
Auditorium/Arts	130,000

Bowie has grown from 520 FTE in 1964 to 2,255 FTE in 1973-4. During the past 10 years, the State has appropriated approximately \$24,370,600 for new facilities at Bowie.

CONDITION OF FACILITIES

The facilities at Frostburg were built in phases approximately as follows:

Prior 1930	8%
1931-1964	21%
1964-Present	71%

With the exception of the pre-1930 buildings, the facilities are in excellent condition.

In the past 10 years, the following new facilities have been constructed:

Science Building	62,687 GSF
Infirmary	4,244
Dining Hall Addition	29,331
Library	34,390
Classroom Building	42,155
Fine Arts Building	35,558
Student Union Building *	62,154

* Funded by Student Activity Fee

Frostburg has grown from 1,768 FTE in 1964 to 2,815 FTE in 1973-4. During the past 10 years the State has appropriated approximately \$26,339,800 for new facilities at Frostburg.

MARYLAND COUNCIL FOR HIGHER EDUCATION

5

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

Predominantly Black

Predominantly White

1,000—3,000 FTE STUDENTS

COPPIN STATE COLLEGE

a. Existing NASF (1973)	137,070
b. FTE Students (1973)	2,145
c. NASF/FTE (1973)	73
d. Under Construction & Proposed (NASF)	184,403
e. Proj. 1980 Facilities (NASF)	341,473
f. Proj. 1980 FTE Students	3,000
g. Proj. NASF/FTE (1980)	114

CONDITION OF FACILITIES

Coppin facilities were constructed in periods as follows:

1904	14%
1959-64	24%
1965-Present	62%

The older 1904 building is to be replaced with a modern administration building which has been funded by the State. The college was transferred to State control in 1950 and the facilities built since that time are relatively new and in excellent condition. In 1964 Coppin had only 431 FTE students and there was some concern in later years as to its future. However, the college grew steadily and markedly after 1969 and now has 2,145 FTE students. Growth in enrollment was so rapid that it outstripped facilities, however large appropriations in recent years totalling \$17,762,900 will alleviate the current shortage of facilities. In the past ten years the following new facilities have been constructed:

Science Classroom Building	35,550 GSF
Addition to Physical Education	26,800
Auditorium/Classroom	42,000
Dining Hall/Student Union	23,800

The State has appropriated approximately \$22,520,900 in the past 10 years for new facilities at Coppin.

SALISBURY STATE COLLEGE

a. Existing NASF (1973)	209,883
b. FTE Students (1973)	2,127
c. NASF/FTE (1973)	99
d. Under Construction & Proposed (NASF)	168,448
e. Proj. 1980 Facilities (NASF)	378,331
f. Proj. 1980 FTE Students	3,000
g. Proj. NASF/FTE (1980)	126

CONDITION OF FACILITIES

Salisbury facilities were constructed in periods as follows:

1924 or earlier	43%
1925-1955	13%
1956-Present	43%

The oldest facility, Holloway Hall, built in 1924 has been renovated four times in the past and is now under extensive renovations.

A small building used for music instruction is not suitable and eventually will be replaced or converted.

In 1964, Salisbury had 624 FTE Students and was growing at a rate of about 40 students per year until 1969 after which it suddenly experienced a marked increase in growth averaging over 280 students per year. - (2,127 FTE in Fall of 1973)

Since 1964, the following facilities have been added:

Maintenance	6,150 GSF
Musical Arts	6,071
Science	59,886
Student Union Dining	28,756

The State has appropriated approximately \$15,032,000 for facilities at Salisbury in the last 10 years.

MARYLAND COUNCIL FOR HIGHER EDUCATION

6

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

<u>Predominantly Black</u>		<u>Predominantly White</u>	
<u>3,000 to 10,000 FTE STUDENTS</u>			
<u>MORGAN STATE COLLEGE</u>		<u>TOWSON STATE COLLEGE</u>	
a. Existing NASF (1973)	551,639	a. Existing NASF (1973)	757,698
b. FTE Students (1973)	4,686	b. FTE Students (1973)	8,887
c. NASF/FTE (1973)	118	c. NASF/FTE (1973)	85
d. Under Construction & Proposed (NASF)	40,099	d. Under Construction & Proposed (NASF)	294,965
e. Proj. 1980 Facilities (NASF)	591,738	e. Proj. 1980 Facilities (NASF)	1,052,663
f. Proj. 1980 FTE Students	5,000	f. Proj. 1980 FTE Students	10,200
g. Proj. NASF/FTE (1980)	118	g. Proj. NASF/FTE (1980)	103
<u>CONDITION OF FACILITIES</u>		<u>CONDITION OF FACILITIES</u>	
Morgan acquired its present campus in 1917 and built with the aid of private and State funds; its initial buildings totalling about 99,000 GSF, and operated as a private college. It officially became a State institution in 1939. In the next 20 years approximately 315,000 GSF of facilities were added. By 1959 Morgan reached an enrollment of 2,423 total students and was the largest of the State's 4 year colleges. During the past ten years, the renovation of older facilities has been initiated and the following new facilities completed:		Approximately 89% of Towson's facilities have been constructed since 1957. Older buildings have been renovated in recent years and in general the campus is in excellent condition. The following have been constructed in the past ten years:	
Fine Arts Building 48,624 GSF		Library 180,356 GSF	
Classroom Building 57,787		Classroom Building 96,006	
Addition to Fine Arts 30,762		Science Building 79,394	
Physical Education Facility 87,962		Physical Education 106,828	
Library 106,632		General Service Building 22,249	
Student Union Building * 69,413		Administration Building 63,750	
*Funded by Student Activity Fee		Fine Arts 165,927	
The college grew from 2,879 FTE in 1964 to 4,686 FTE (Fall of 1973).		Student Center *160,103	
The State appropriated \$19,131,400 for capital improvements in this same period.		* Funded with Student Activity Fee.	
With minor exceptions which are being corrected by renovations, the facilities are considered very good to excellent.		Towson State College has grown from 3,412 FTE in Fall 1964 to 8,887 FTE in Fall 1973.	
		In the past 10 years, the State has appropriated approximately \$49,169,200 for facilities at Towson.	

MARYLAND COUNCIL FOR HIGHER EDUCATION

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

7

3,000-10,000 FTE STUDENTS

Predominantly White

UNIVERSITY OF BALTIMORE

a. Existing NASF (1973)	180,824
b. FTE Students (1973)	3,409
c. NASF/FTE (1973)	53
d. Under Construction & Proposed (NASF)	(See remarks below)
e. Proj. 1980 Facilities (NASF)	
f. Proj. 1980 FTE Students	
g. Proj. NASF/FTE (1980)	

CONDITION OF FACILITIES

By an act of the 1973 General Assembly, the University of Baltimore is scheduled to be transferred to State control in January 1975. The present facilities at N. Charles Street were acquired and converted from commercial buildings since 1947. In 1966 a new library was built (60,800 GSF) and in 1971 a new academic building (120,000 GSF) was opened, financed with private, federal and State funds (\$1,250,000). In 1952 outdoor athletic fields plus a field service facility (11,000 GSF) was acquired.

Two older buildings on Howard Street and Madison Street are of pre-1930 construction and are unsuitable for modern instruction. Disposal is planned.

Although the library and converted facilities at N. Charles are well maintained, there are marked deficiencies in several types of space such as laboratories, offices, etc. University of Baltimore is to become an upper division institution with a law school and is now preparing plans for its future development.

Since 1964, the University grew from 2,680 FTE U.Grad/Grad, 231 FTE law to 2,507 FTE UG/grad plus 902 FTE.

Future enrollment and facilities requirements have not yet been determined.

MARYLAND COUNCIL FOR HIGHER EDUCATION

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)Predominantly White1,000-10,000 FTE STUDENTSUNIVERSITY OF MARYLAND-BALTIMORE COUNTY

a. Existing NASF (1973)	481,739
b. FTE Students (1973)	4,854
c. NASF/FTE (1973)	99
d. Under Construction & Proposed (NASF)	612,635
e. Proj. 1980 Facilities (NASF)	1,094,374
f. Proj. 1980 FTE Students	8,354
g. Proj. NASF/FTE (1980)	131

CONDITION OF FACILITIES

The UMBC campus opened classes in Fall of 1966. All of the academic and major supporting facilities have been constructed since that date, i.e. in the last 8 years. The UMBC therefore has an entirely new modern campus except for an old hospital building formerly used for administration until the present administration building was built. The present facilities are therefore considered excellent.

The UMBC grew from an initial enrollment of 760 total students in 1966 to an enrollment of 4,854 FTE in Fall 1973

The State has appropriated \$46,067,000 in the last 10 years for the development of this campus.

MARYLAND COUNCIL FOR HIGHER EDUCATION

9

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

OVER 10,000 FTE STUDENTS Predominantly White

UNIVERSITY OF MARYLAND-COLLEGE PARK

a. Existing NASF (1973)	3,135,876
b. FTE Students (1973)	29,408
c. NASF/FTE (1973)	107
d. Under Construction & Proposed (NASF)	1,114,488
e. Proj. 1980 Facilities (NASF)	4,250,364
f. Proj. 1980 Students *	32,520
g. Proj. NASF/FTE (1980)	131

* UMCP enrollment projections for 1980

based upon 24,654 FTE undergraduates plus
7,866 head count graduates - total 32,520
students.

CONDITION OF FACILITIES

UMCP facilities were built in approximately
the following stages:

Prior 1934	5%
1935-1944	7%
1945-1954	12%
1955-1964	12%
1965-Present	64%

The UMCP had a marked growth in the period
1959-1971 increasing enrollment from approxi-
mately 11,000 FTE students in 1959 to 30,777 in
1971. In recent years, the enrollment has de-
clined slightly. In the past ten years, ap-
proximately 1,850,000 NASF have been added and
an extensive renovation program has been carried
on. Current master plans call for demolition
of a few older buildings and extensive reno-
vation on other pre 1940 buildings. With
these few exceptions, the facilities are in
good condition and the modern additions in
recent years (64%) are in excellent condition.

PROFILE OF TRENDS IN THE STATE GENERAL FUND SUPPORT PER FTE STUDENT AND

THE TOTAL INSTRUCTIONAL AND INSTRUCTION - RELATED COSTS PER FTE

PREDOMINANTLY WHITE ENROLLMENT

PREDOMINANTLY BLACK ENROLLMENT

(ENROLLMENT OF 1,000 OR UNDER)

UNIVERSITY OF MARYLAND - EASTERN SHORE	State General Fund Support per FTE	Total Instruc- tional and Instruction - Related Costs per FTE	ST. MARY'S COLLEGE OF MARYLAND	State General Fund Support per FTE	Total Instruc- tional and Instruction - Related Costs per FTE
Fiscal Year 1973 (773 FTE)	\$ 3757	\$ 3871	Fiscal Year 1973 (954 FTE)	\$ 1992	\$ 2391
Fiscal Year 1974 (940 FTE)	3421	3640	Fiscal Year 1974 (998 FTE)	2062	2420

PROFILE OF TRENDS IN THE STATE GENERAL FUND SUPPORT PER FTE STUDENT AND

THE TOTAL INSTRUCTIONAL AND INSTRUCTION - RELATED COSTS PER FTE

PREDOMINANTLY WHITE ENROLLMENT

PREDOMINANTLY BLACK ENROLLMENT

(ENROLLMENT OF 1,000 TO 3,000)

BOWIE STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction- Related Costs per FTE	FROSTBURG STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction- Related Costs per FTE
Fiscal Year 1973 (2012 FTE)	\$ 1969	\$ 2377	Fiscal Year 1973 (2634 FTE)	\$ 2025	\$ 2307
Fiscal Year 1974 (2255 FTE)	1855	2456	Fiscal Year 1974 (2815 FTE)	1731	2097

COPPIN STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction- Related Costs per FTE	SALISBURY STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction- Related Cost per FTE
Fiscal Year 1973 (2299 FTE)	\$ 1292	\$ 1520	Fiscal Year 1973 (1890 FTE)	\$ 1595	\$ 1932
Fiscal Year 1974 (2145 FTE)	1543	1740	Fiscal Year 1974 (2127 FTE)	1480	1783

PROFILE OF TRENDS IN THE STATE GENERAL FUND SUPPORT PER FTE STUDENT AND

THE TOTAL INSTRUCTIONAL AND INSTRUCTION - RELATED COSTS PER FTE

PREDOMINANTLY BLACK ENROLLMENT

PREDOMINANTLY WHITE ENROLLMENT

(ENROLLMENT OF 3,000 TO 10,000)

MORGAN STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction- Related Costs per FTE	TOWSON STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction- Related Costs per FTE
Fiscal Year 1973 (5136 FTE)	\$ 1523	\$ 1750	Fiscal Year 1973 (8309 FTE)	\$ 1258	\$ 1629
Fiscal Year 1974 (4686 FTE)	1604	2022	Fiscal Year 1974 (8887 FTE)	1203	1612

	State General Fund Support per FTE	Total Instructional & Instruction- Related Costs per FTE	UNIVERSITY OF MARYLAND - BALTIMORE COUNTY	State General Fund Support per FTE	Total Instructional & Instruction- Related Costs per FTE
			Fiscal Year 1973 (4391 FTE)	\$ 1799	\$ 2320
			Fiscal Year 1974 (4817 FTE)	1725	2295

PROFILE OF TRENDS IN THE STATE GENERAL FUND SUPPORT PER FTE STUDENT AND

THE TOTAL INSTRUCTIONAL AND INSTRUCTION - RELATED COSTS PER FTE

PREDOMINANTLY WHITE ENROLLMENT

PREDOMINANTLY BLACK ENROLLMENT

(ENROLLMENT OF 10,000 OR OVER)

	UNIVERSITY OF MD. - COLLEGE PARK	State General Fund Support per FTE	Total Instructional & Instruction- Related Costs per FTE
	Fiscal Year 1973 (30,460 FTE)	\$ 1383	\$ 2053
	Fiscal Year 1974 (29,408 FTE)	1392	2101

NAME OF INSTITUTION		UNIVERSITY OF MARYLAND - EASTERN SHORE		1. INSTITUTION CODE NUMBER		002106	
- NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973							

OCCUPATIONAL ACTIVITY	LINE NO.	PROGRAM FUNCTION												ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE								
		FULL TIME (3)	PART TIME (4)	TOTAL PTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL PTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL PTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL PTE (14)			
(1) EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	(2) 1			1	2		2				13	3	15			
WOMEN	2										3	1	4			
INSTRUCTIONAL FACULTY MEN	3	59 ¹	4	60												
WOMEN	4	21	4	22												
TEACHING ASSISTANTS AND ASSOCIATES MEN	5															
WOMEN	6															
PROFESSIONAL (other than Executive and Instructional) MEN	7				2		2	3		3	11	4	12			
WOMEN	8				3		3	5		5	10		10			
TOTAL (sum of lines 1-8)	9	80	8	83	7		7	8		8	37	8	41			
NONPROFESSIONALS (included office, crafts and trades, and services)	10										140	10*	150			

¹Includes two (2) males on leave with pay

*Temporary employees working full time now

NAME OF INSTITUTION

ST. MARY'S COLLEGE OF MARYLAND

1. INSTITUTION CODE NUMBER

002095

- NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY	LINE NO.	PROGRAM FUNCTION														ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE										
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)					
(1)	(2)																	
EXECUTIVE,ADMINISTRATIVE, MANAGERIAL MEN	1	3		3								1			10		10	
WOMEN	2														3		3	
INSTRUCTIONAL FACULTY MEN	3	43	10	46									3					
WOMEN	4	10	11	16									5					
TEACHING ASSISTANTS AND ASSOCIATES MEN	5																	
WOMEN	6																	
PROFESSIONAL (other than Executive and Instructional) MEN	7														14	1	14	
WOMEN	8											1			12		12	
TOTAL (sum of lines 1-8)	9	56	21	65								2	8	4	39	1	39	
NONPROFESSIONALS (technical, office, crafts and trades, and service)	10	4		4								1			77		77	

NAME OF INSTITUTION	BOWIE STATE COLLEGE	1. INSTITUTION CODE NUMBER
		002062

- NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE/ADMINISTRATIVE/	1	3		3	1		1	1		1	22		22
MANAGERIAL													
MEN													
WOMEN	2	3		3	7		7				16		16
INSTRUCTIONAL													
FACULTY													
MEN	3	72	34	83				2		2			
WOMEN	4	60	14	64				4		4			
TEACHING ASSISTANTS													
AND ASSOCIATES													
MEN	5	8	5	10	3		3						
WOMEN	6	12	9	15	6		6						
PROFESSIONAL (other than													
Executive and Instructional)													
MEN	7	9		9	5	5	7				6	3	7
WOMEN	8	14		14	8	6	10				11	1	11
TOTAL (sum of lines 1-8)	9	181	62	201	30	11	34	7		7	55	4	56
NONPROFESSIONALS (technical,													
office, crafts and trades, and													
service)	10	56		56	14		14	2		2	164		164

NAME OF INSTITUTION		COPPIN STATE COLLEGE										I. INSTITUTION CODE NUMBER			
												002068			
- NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973															
		PROGRAM FUNCTION													
LINE NO.	OCCUPATIONAL ACTIVITY	INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT				
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)		
1	EXECUTIVE,ADMINISTRATIVE, MANAGERIAL MEN										26			26	
2	WOMEN										12			12	
3	INSTRUCTIONAL FACULTY MEN	85	50	102							1			1	
4	WOMEN	51	42	65							2			2	
5	TEACHING ASSISTANTS AND ASSOCIATES MEN	1	0	1											
6	WOMEN	1	0	1											
7	PROFESSIONAL (other than Executive and Instructional) MEN	9	0	9											
8	WOMEN	9	1	9											
9	TOTAL (sum of lines 1-8)	156	93	187							41			41	
10	NONPROFESSIONALS (technical, office, crafts and trades, and service)	117													

NAME OF INSTITUTION

SALISBURY STATE COLLEGE

1. INSTITUTION CODE NUMBER

002091

- NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION												ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT			
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE						FULL TIME		PART TIME	
		FULL TIME (3)	PART TIME (4)	TOTAL PTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL PTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL PTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL PTE (14)				
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL	1	3		3							7		7				
WOMEN	2	3		3							2		2				
INSTRUCTIONAL FACULTY	3	94	2	96													
WOMEN	4	27	1	28													
TEACHING ASSISTANTS AND ASSOCIATES	5																
WOMEN	6																
PROFESSIONAL (other than Executive and Instructional)	7	6		6							13		13				13
WOMEN	8	1		1							9		9				9
TOTAL (sum of lines 1-8)	9	134	3	137							31		31				31
NONPROFESSIONALS (technical, office, crafts and aides, and service)	10	16		16							151		151				151

NAME OF INSTITUTION

MORGAN STATE COLLEGE

1. INSTITUTION CODE NUMBER

302083

-- NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION												ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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NAME OF INSTITUTION

TOWSON STATE COLLEGE

I. INSTITUTION CODE NUMBER

002099

- NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY	LINE NO. (2)	PROGRAM FUNCTION														ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE										
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)					
(1)																		
EXECUTIVE,ADMINISTRATIVE, MANAGERIAL MEN	1														73			73
WOMEN	2														21	1		22
INSTRUCTIONAL FACULTY MEN	3	289	109	326														
WOMEN	4	133	62	158														
TEACHING ASSISTANTS AND ASSOCIATES MEN	5																	
WOMEN	6																	
PROFESSIONAL (other than Executive and Instructional) MEN	7														4	8		6
WOMEN	8														23	3		24
TOTAL (sum of lines 1-8)	9	422	171	484											121	12		125
NONPROFESSIONALS (technical, office, crafts and trades, and service)	10														402			402

NAME OF INSTITUTION

UNIVERSITY OF MARYLAND - BALTIMORE CITY

1. INSTITUTION CODE NUMBER

002104

- NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION												ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			TOTAL FTE					
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)			
EXECUTIVE,ADMINISTRATIVE, MANAGERIAL MEN	1	23		22	4		4	18			24	23		18		
WOMEN	2	9		8	2		2	35			35	3		3		
INSTRUCTIONAL FACULTY MEN	3	289	69	317	49	3	48	93	12	113	43	51	90			
WOMEN	4	160	22	177	19		17	28	7	31	43	11	48			
TEACHING ASSISTANTS AND ASSOCIATES MEN	5															
WOMEN	6															
PROFESSIONAL (other than Executive and Instructional) MEN	7	23	19	33	20	3	22	362	5	376	64	6	54			
WOMEN	8	14	7	16	17	5	18	709	31	736	79	7	70			
TOTAL (sum of lines 1-8)	9	518	117	574	111	11	111	1245	55	1315	255	75	283			
NONPROFESSIONALS (technical, office, crafts and trades, and service)	10	226	5	230	40	10	54	1552	25	1718	551	5	389			

The faculty for the Health Professions are included on
Lines 3 and 4 Columns 3 and 4.

NAME OF INSTITUTION

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY

1. INSTITUTION CODE NUMBER

002105

- NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION													ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			TOTAL FTE						
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)				
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1	10		10		1	1				7		7			7	
WOMEN	2										2					2	
INSTRUCTIONAL FACULTY MEN	3	207	25	215													
WOMEN	4	56	20	63													
TEACHING ASSISTANTS AND ASSOCIATES MEN	5	28		28													
WOMEN	6	11		11													
PROFESSIONAL (other than Executive and Instructional) MEN	7	1		1							29	1	29				
WOMEN	8										22	2	23				
TOTAL (sum of lines 1-8)	9	313	45	328		1	1				60	3	61				
NONPROFESSIONALS (technical, office, crafts and trades, and service)	10	50		50							176	4	177				

NAME OF INSTITUTION

1. INSTITUTION CODE NUMBER

UNIVERSITY OF MARYLAND - COLLEGE PARK CAMPUS

002103

- NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY	LINE NO. (2)	PROGRAM FUNCTION												ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT			
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			TOTAL FTE						
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)				
(1) EXECUTIVE,ADMINISTRATIVE, MANAGERIAL MEN	1	77	0	75	10	0	11	7	0	6	68	0	68				
WOMEN	2	12	0	11	0	0	0	0	0	0	13	0	13				
INSTRUCTIONAL FACULTY MEN	3	1020	163	1082	-	-	-	-	-	-	-	-	-				
WOMEN	4	253	92	297	-	-	-	-	-	-	-	-	-				
TEACHING ASSISTANTS AND ASSOCIATES MEN	5	19	835	299	-	-	-	-	-	-	-	-	-				
WOMEN	6	2	436	147	-	-	-	-	-	-	-	-	-				
PROFESSIONAL (other than Executive and Instructional) MEN	7	15	1	16	254	322	379	154	4	151	219	57	244				
WOMEN	8	5	0	6	33	78	62	81	5	85	126	51	150				
TOTAL (sum of lines 1-8)	9	1403	1527	1933	297	400	452	242	9	242	426	108	475				
NONPROFESSIONALS (technical, office, crafts and trades, and service)	10	346	27	367	206	22	222	244	17	249	1870	71	1911				

PROFILE OF TRENDS IN LIBRARY UNITS PROVIDED PER FTE STUDENT

PREDOMINANTLY BLACK ENROLLMENT

PREDOMINANTLY WHITE ENROLLMENT

(ENROLLMENT OF 1,000 OR UNDER)

INSTITUTION

INSTITUTION

UNIVERSITY OF MD.- EASTERN SHORE		ST. MARY'S COLLEGE OF MARYLAND	
Fiscal Year 1973 (773 FTE)	34	Fiscal Year 1973 (554 FTE)	56
Fiscal Year 1974 (940 FTE)	38	Fiscal Year 1974 (998 FTE)	56

(ENROLLMENT OF 1,000 TO 3,000)

BOWIE STATE COLLEGE		FROSTBURG STATE COLLEGE	
Fiscal Year 1973 (2012 FTE)	41	Fiscal Year 1973 (2634 FTE)	88
Fiscal Year 1974 (2255 FTE)	43	Fiscal Year 1974 (2815 FTE)	88

COPPIN STATE COLLEGE		SALISBURY STATE COLLEGE	
Fiscal Year 1973 (2299 FTE)	43	Fiscal Year 1973 (1890 FTE)	77
Fiscal Year 1974 (2145 FTE)	47	Fiscal Year 1974 (2127 FTE)	73

PROFILE OF TRENDS IN LIBRARY UNITS PROVIDED PER FTE STUDENTPREDOMINANTLY BLACK ENROLLMENTPREDOMINANTLY WHITE ENROLLMENT(ENROLLMENT OF 3,000 TO 10,000)INSTITUTIONINSTITUTION

MORGAN STATE COLLEGE		TOWSON STATE COLLEGE	
Fiscal Year 1973 (5136 FTE)	64	Fiscal Year 1973 (8309 FTE)	54
Fiscal Year 1974 (4686 FTE)	74	Fiscal Year 1974 (8887 FTE)	56

		UNIVERSITY OF MARYLAND - BALTIMORE CO.	
		Fiscal Year 1973 (4391 FTE)	47
		Fiscal Year 1974 (4817 FTE)	61

(ENROLLMENT OVER 10,000)

		UNIVERSITY OF MARYLAND - COLLEGE PARK	
		Fiscal Year 1973 (30,460 FTE)	66
		Fiscal Year 1974 (29,408 FTE)	68

PROFILE OF FACULTY SALARIESFOR NINE - TEN MONTH TEACHING YEARENROLLMENT OF 1,000 OR UNDERINSTITUTIONINSTITUTIONPredominantly Black EnrollmentPredominantly White Enrollment

UNIVERSITY OF MARYLAND - EASTERN SHORE	AVERAGE SALARY	ST. MARY'S COLLEGE OF MARYLAND	AVERAGE SALARY
Professor	\$ 18,744	Professor	\$ 15,114
Associate Professor	16, 214	Associate Professor	13,094
Assistant Professor	12,900	Assistant Professor	12,092
Instructor	10,334	Instructor	9,527

PROFILE OF FACULTY SALARIES
FOR NINE - TEN MONTH TEACHING YEAR

ENROLLMENT OF 1,000 TO 3,000

INSTITUTION

Predominantly Black Enrollment

INSTITUTION

Predominantly White Enrollment

BOWIE STATE COLLEGE	AVERAGE SALARY	FROSTBURG STATE COLLEGE	AVERAGE SALARY
Professor	\$ 19,573	Professor	\$ 19,778
Associate Professor	16,315	Associate Professor	15,329
Assistant Professor	12,952	Assistant Professor	12,941
Instructor	10,035	Instructor	10,459

COPPIN STATE COLLEGE	AVERAGE SALARY	SALISBURY STATE COLLEGE	AVERAGE SALARY
Profesor	\$ 18,936	Professor	\$ 19,446
Associate Professor	15,513	Associate Professor	15,056
Assistant Professor	12,783	Assistant Professor	11,972
Instructor	10,572	Instructor	10,300

PROFILE OF FACULTY SALARIES
FOR NINE - TEN MONTH TEACHING YEAR

ENROLLMENT OF 3,000 TO 10,000

INSTITUTION

Predominantly Black Enrollment

MORGAN STATE COLLEGE	AVERAGE SALARY	TOWSON STATE COLLEGE	AVERAGE SALARY
Professor	\$ 20,500	Professor	\$ 18,799
Associate Professor	15,753	Associate Professor	15,109
Assistant Professor	12,582	Assistant Professor	12,286
Instructor	9,995	Instructor	10,505

INSTITUTION

Predominantly White Enrollment

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY	AVERAGE SALARY
Professor	\$ 23,292
Associate Professor	16,686
Assistant Professor	13,412
Instructor	10,363

PROFILE OF FACULTY SALARIES
FOR NINE - TEN MONTH TEACHING YEAR

ENROLLMENT OVER 10,000

Predominantly Black Enrollment

Predominantly White Enrollment

INSTITUTION

UNIVERSITY OF MARYLAND - COLLEGE PARK	AVERAGE SALARY
Professor	\$ 21,789
Associate Professor	16,500
Assistant Professor	13,641
Instructor	9,373

PROFILE OF TRENDS IN THE STUDENT FACULTY RATIOPREDOMINANTLY BLACK ENROLLMENTPREDOMINANTLY WHITE ENROLLMENT(ENROLLMENT OF 1,000 OR UNDER)INSTITUTIONINSTITUTION

UNIVERSITY OF MARYLAND EASTERN SHORE		ST. MARY'S COLLEGE OF MARYLAND	
Fiscal Year 1973 (773 FTE)	10:1	Fiscal Year 1973 (954 FTE)	17.2:1
Fiscal Year 1974 (940 FTE)	11:1	Fiscal Year 1974 (998 FTE)	17.5:1

(ENROLLMENT OF 1,000 TO 3,000)

BOWIE STATE COLLEGE		FROSTBURG STATE COLLEGE	
Fiscal Year 1973 (2012 FTE)	12.9:1	Fiscal Year 1973 (2634 FTE)	15.9:1
Fiscal Year 1974 (2255 FTE)	15.1:1	Fiscal Year 1974 (2815 FTE)	17.2:1

COPPIN STATE COLLEGE		SALISBURY STATE COLLEGE	
Fiscal Year 1973 (2299 FTE)	16.3:1	Fiscal Year 1973 (1890 FTE)	16.8:1
Fiscal Year 1974 (2145 FTE)	17.7:1	Fiscal Year 1974 (2127 FTE)	17.9:1

PROFILE OF TRENDS IN THE STUDENT FACULTY RATIO

PREDOMINANTLY BLACK ENROLLMENT

PREDOMINANTLY WHITE ENROLLMENT

(ENROLLMENT OF 3,000 TO 10,000)

INSTITUTION

INSTITUTION

MORGAN STATE COLLEGE		TOWSON STATE COLLEGE	
Fiscal Year 1973 (5136 FTE)	15.4:1	Fiscal Year 1973 (8309 FTE)	15.7:1
Fiscal Year 1974 (4686 FTE)	16.7:1	Fiscal Year 1974 (8867 FTE)	16.4:1

		UNIVERSITY OF MARYLAND - BALTIMORE CO.	
		Fiscal Year 1973 (4391 FTE)	18:1
		Fiscal Year 1974 (4817 FTE)	18:1

(ENROLLMENT OVER 10,000)

		UNIVERSITY OF MARYLAND - COLLEGE PARK	
		Fiscal Year 1973 (30,460 FTE)	15.4:1
		Fiscal Year 1974 (29,408 FTE)	16.0:1